DOCUMENT RESUME

ED 336 678 CG 023 652

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TITLE Maximizing Resources: Running the Gamut from Underprepared to Leader-Bound Students.
PUB DATE 91
NOTE 21p.; Paper presented at the Annual Meeting of the American College Personnel Association (Washington, DC, March 29-April 1, 1989).
PUB TYPE Reports - Descriptive (141) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Academically Gifted; *College Students; *Commuting Students; Higher Education; *Peer Counseling; Peer Relationship; *School Holding Power; *School Orientation

ABSTRACT

The Students Serving Students Program is a unique and flexible orientation program designed to meet the needs of a large commuter population at Youngstown State University. The program is staffed by 20 upperclass students who contact all first-year and transfer students prior to the opening day of classes. Staff serve as peer resources throughout students' first year of enrollment. Staff strive to contact students at least once or twice a quarter. However, some students are identified for more frequent contacts; these include students identified as "special" or "underprepared." Students identified as "special" are those who expressed interest in extra-curricular involvement, are shy, or those who wanted more frequent contacts. Those who had high school deficiencies or who did poorly on English placement tests are classified as "underprepared." In addition to staff's attention to "special" and "underprepared" students, they also encourage involvement. Students who excel academically are invited to join a new student honorary organization. This organization not only involves students early in their college years, but it also serves as a means of identifying students for future leadership roles. As a result of greater attention to several groups of new students, Students Serving Students is having a positive impact not only on retention, but also on the quality of students' lives. Maximizing as well as diversifying human resources is making a difference at Youngstown State University. Graphs, tables, and a job description for students serving in the program are appended. (ABL)

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American College Personnel Association
Annual Convention
March 29-April 1, 1989

ED336678

MAXIMIZING RESOURCES:
Running The Gamut From Underprepared To Leader-Bound Students

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American College Personnel Association
1989 Annual Convention
Friday, March 29, 1989
Truman Room
9:30 a.m. - 10:45 a.m.

PROGRAM DESCRIPTION

Title of Presentation

Maximizing Resources: Running the Gamut from Underprepared to Leader-Bound Students

Purpose and Objectives

Provide overview of a personalized approach to orienting commuter students.

Demonstrate how orientation serves as an early identification and support system.

Describe how a student organization facilitates leadership development.

Share data regarding program outcomes.

Stimulate participant sharing about making maximum use of resources.

Program Description

The Students Serving Students Program is a unique and flexible orientation program designed to meet the needs of a large commuter population at Youngstown State University.

The program is staffed by twenty upperclass students, who contact all first-year and transfer students prior to the opening day of classes. Staff serve as peer resources throughout students' first year of enrollment.

Staff are assigned approximately 175-200 students based on academic affiliations similar to their own. The staff initially assess specific

needs of students which range from making certain the admissions process is complete to making referrals for students experiencing career or vocational indecision. The program functions as a clearinghouse for many offices and programs.

Staff strive to contact students at least one-two times quarterly. However, some students are identified for more frequent contacts. Each staff selects a group of students whom they believe will benefit from more contacts. Examples of these "special" students include those who express interest in extra-curricular involvement, are shy and less confident, or those who express a desire for frequent contacts.

Another group identified are those with high school deficiencies or ones who do poorly on English placement tests. Some of these students are included in the "special" student category; those who are not are classified as "underprepared". With this group, efforts are made to monitor their progress.

In addition to staff's attention to "special" and "underprepared" students, they also encourage involvement. Students who excel academically are invited to join a new student honorary organization. The organization, YSU Centurians, was established as an arm of the Students Serving Students Program.

Not only does this organization involve students early in their college years, but it also serves as a means of identifying students for future leadership roles.

Retention rate of new students during 1979-80, the year preceding the inception of the Students Serving Students Program, was 65%. During 1986-87, the rate for all students who completed one year and who enrolled

for the second year was 67.5%. For students categorized as "special", the retention rate was 71.1%. The percentage of all students who enrolled two years later was 55.7% while those students categorized as "special" reflected a return of 62.4% two years later.

During 1987-88, the tracking of new students who completed three quarters reveals a retention rate of 72.9%. For students identified as "special" the rate was 83.0% and for "underprepared" students the rate was 71.3%. For those identified as "special/underprepared", 82.2% completed their first three quarters.

As a result of greater attention to several groups of new students, Students Serving Students is having an impact not only on retention, but also on the quality of students' lives. Maximizing as well as diversifying human resources is making a difference at Youngstown State University.

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ACT SCORE TRENDS

(TEN YEARS)

OHIO NORMS

YEAR	ENGLISH		MATH		SOCIAL STUDIES		NATURAL SCIENCES		COMPOSITE	
	MEAN	(SD)	MEAN	(SD)	MEAN	(SD)	MEAN	(SD)	MEAN	(SD)
1978-79	18.2	5.3	18.2	7.4	17.8	7.1	21.6	6.1	19.1	5.6
1979-80	18.2	5.4	18.0	7.6	17.9	7.2	21.7	6.1	19.1	5.7
1980-81	18.1	5.3	18.2	7.8	18.0	7.2	21.8	6.1	19.2	5.8
1981-82	18.1	5.2	17.9	7.7	17.9	7.2	21.5	6.2	19.0	5.7
1982-83	18.0	5.4	17.7	7.9	17.6	7.1	21.6	6.2	18.9	5.8
1983-84	18.4	5.1	18.2	7.7	18.0	7.1	21.8	6.1	19.2	5.7
1984-85	18.4	5.2	17.9	7.8	18.0	7.2	21.8	6.3	19.2	5.8
1985-86	18.7	5.1	17.9	7.8	18.2	7.0	22.0	6.3	19.3	5.7
1986-87	18.7	5.1	17.9	7.6	18.1	7.0	22.0	6.2	19.3	5.7
1987-88	18.8	5.2	17.8	7.7	18.2	7.1	22.0	6.2	19.3	5.7

NATIONAL NORMS

YEAR	ENGLISH		MATH		SOCIAL STUDIES		NATURAL SCIENCES		COMPOSITE	
	MEAN	(SD)	MEAN	(SD)	MEAN	(SD)	MEAN	(SD)	MEAN	(SD)
1978-79	17.9	5.4	17.5	7.6	17.2	7.2	21.1	6.3	18.6	5.8
1979-80	17.9	5.4	17.4	7.6	17.2	7.3	21.1	6.2	18.5	5.8
1980-81	17.8	5.4	17.3	7.9	17.2	7.3	21.0	6.1	18.5	5.8
1981-82	17.9	5.3	17.2	8.0	17.3	7.3	20.8	6.3	18.4	5.8
1982-83	17.8	5.5	16.9	8.2	17.1	7.3	20.9	6.5	18.3	6.0
1983-84	18.1	5.3	17.3	8.0	17.3	7.3	21.0	6.3	18.5	5.9
1984-85	18.1	5.3	17.2	8.1	17.4	7.4	21.2	6.4	18.6	6.0
1985-86	18.5	5.4	17.3	8.1	17.6	7.3	21.4	6.4	18.8	5.9
1986-87	18.4	5.3	17.2	7.8	17.5	7.2	21.4	6.4	18.7	5.8
1987-88	18.5	5.4	17.2	7.8	17.4	7.3	21.4	6.4	18.8	5.9

(SD) = Standard Deviation

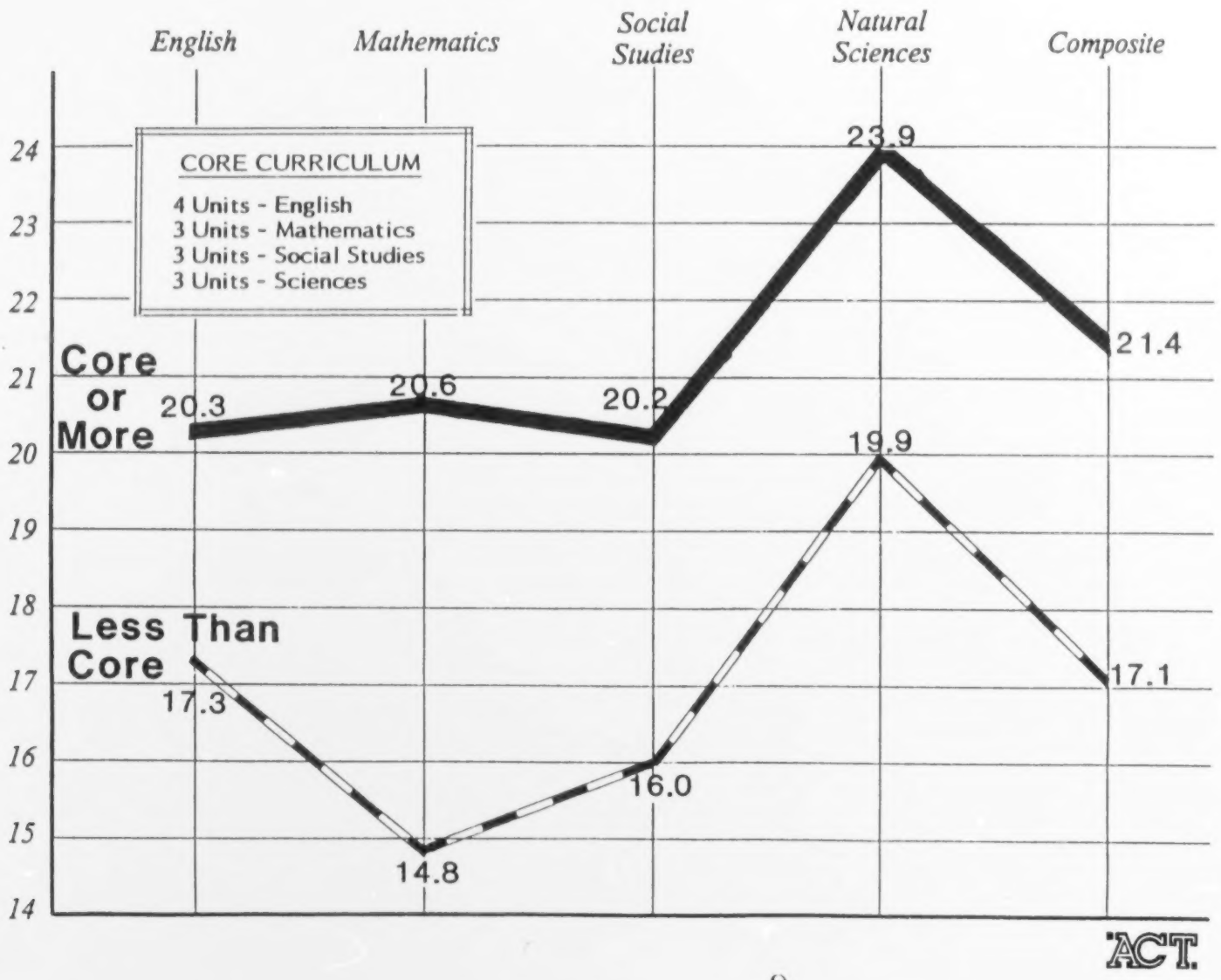
NOTE: 1978-79 to 1983-84 norms are based on a testing year; 1984-85 to 1987-88 are based on a graduating class

Youngstown State University
ACT Information
1981-1987

Y.S.U. NORMS

Year	English Mean (SD)	Math Mean (SD)	Social Studies Mean (SD)	Natural Sciences Mean (SD)	Composite Mean (SD)
81-82	17.2 (5.1)	16.3 (7.6)	16.7 (6.8)	20.3 (6.2)	17.7 (5.6)
82-83	17.2 (5.1)	16.0 (7.5)	16.3 (6.8)	20.1 (6.0)	17.5 (5.5)
83-84	17.2 (5.0)	16.0 (7.3)	16.2 (6.8)	20.1 (6.0)	17.5 (5.4)
84-85	17.1 (4.9)	15.5 (7.5)	15.9 (6.7)	19.7 (6.0)	17.2 (5.3)
85-86	17.6 (4.8)	15.3 (7.3)	16.1 (6.6)	20.0 (6.0)	17.4 (5.3)
86-87	17.5 (4.9)	15.1 (7.2)	15.8 (6.5)	20.1 (6.1)	17.2 (5.3)
86-87 Females	17.9 (4.9)	13.8 (7.1)	14.9 (6.4)	18.9 (5.8)	16.5 (5.1)
86-87 Males	17.0 (4.9)	16.6 (7.2)	16.9 (6.6)	21.4 (6.1)	18.1 (5.3)

CORE CURRICULUM STUDY / ACT SCORES
OHIO -- 1988



Youngstown State University
STUDENTS SERVING STUDENTS PROGRAM

The primary goal of the STUDENTS SERVING STUDENTS Program will be to assist students in their initial entry into the University and to maintain regular contacts with them throughout their first year of attendance at Youngstown State.

The objectives of the program will be:

1. To assess the needs of students.
2. To provide a personalized entry into the University.
3. To familiarize students with policies and procedures.
4. To familiarize students with programs and services.
5. To identify problems/concerns of students.
6. To serve as an advocate for students.
7. To have an impact on the retention rate of students.
8. To improve public relations of the University with its constituents.
9. To improve the development of leadership qualities through the Student Assistant position.
10. To provide opportunities for on-campus employment.
11. To serve as a means to identify potential student leaders through the involvement of students in the YSU Centurians Organization, an undergraduate honorary which recognizes leadership, academic achievement, and service to the University community.

jml
revised: March, 1989

STUDENTS SERVING STUDENTS Program
Job Description for Student Assistants

A candidate for Student Assistant must be currently enrolled and plan to attend Youngstown State University throughout the entire 1989-90 academic year. Candidates must also have a 2.50 accumulative grade point average at the time of selection and maintain a 2.50 grade point average throughout the employment period. Students must be full-time during each quarter of the 1989-90 academic year. Specific job responsibilities of a Student Assistant include the following:

a. A minimum of six hours per day during the months of June through September is expected; during the remaining months, three hours per day is required.

b. Attendance at regular staff meetings throughout the entire period of employment is required.

c. Weekly quota of contacts must be met. Recordkeeping of all contacts is required. Detailed and complex daily reports are maintained.

d. Assistance with the planning of and work at the Parent Convocation is involved.

e. Performance of other duties which are associated with the STUDENTS SERVING STUDENTS Program may be assigned.

Student Assistants are expected to become familiar with the numerous services, activities, programs, and organizations available at YSU. The maintenance of contacts will continue with students during their first year of attendance at the University. On-going contacts consist of response to areas including, but not limited to, extra-curricular involvement, social relationships, programs related to health, financial aids, housing concerns, emotional development as well as support in academic matters.

Essential characteristics required for the job are a positive attitude, persistence, initiative, desire, persuasive ability including good telephone manner, independent thought and action, organizational skillls, and a comprehensive understanding of long-range commitment. Each Student Assistant can expect approximately 200 assignees throughout the year.

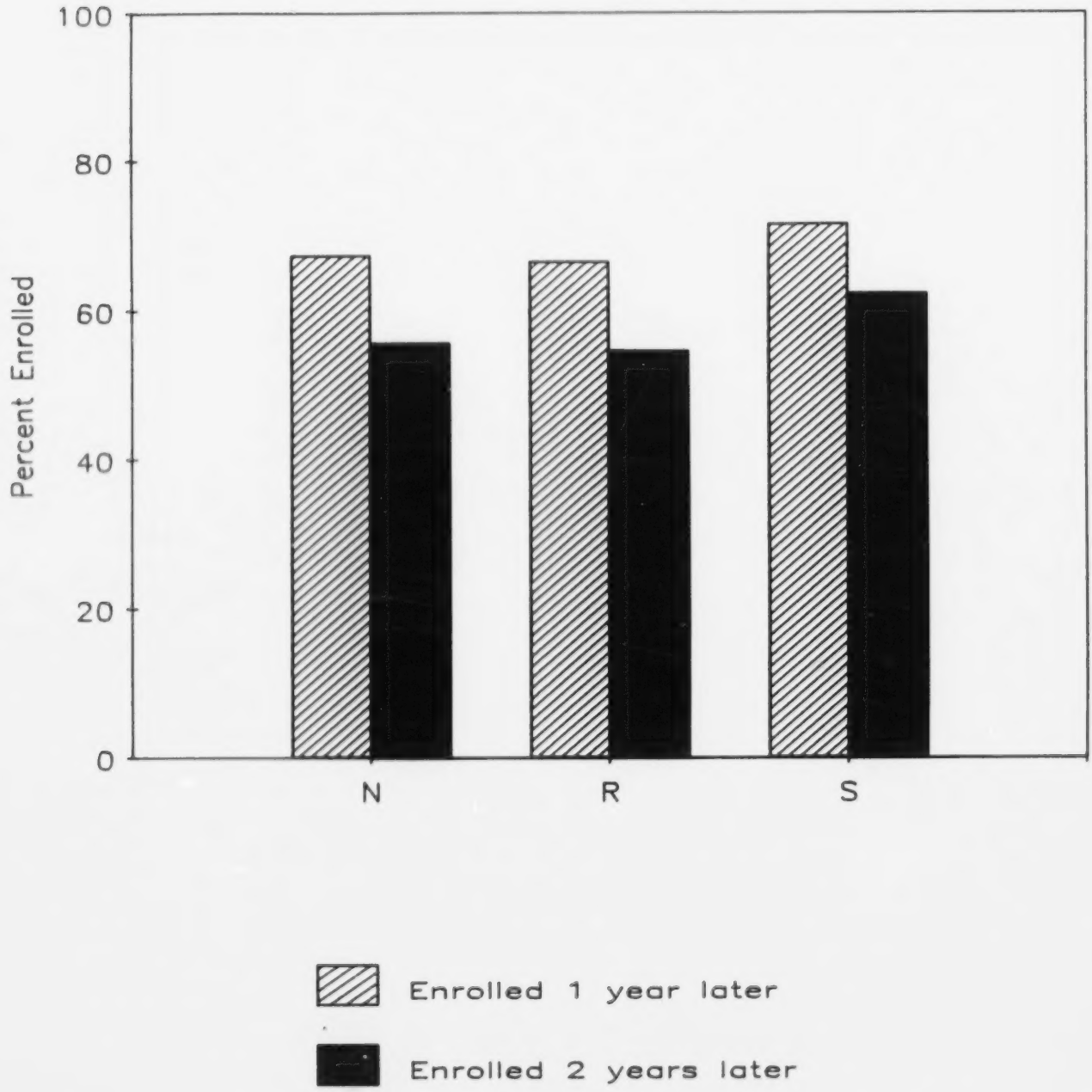
Student Assistants will be permitted to attend Summer School only with special permission. Also, the number of hours carried during the regular year will be restricted to 17 hours per quarter unless there are unusual circumstances. Student Teaching is prohibited because of time commitment. Evaluation of academic load will be reviewed before and during employment. Any on or off-campus employment other than the Student Assistantship is prohibited.

The final selection of Student Assistants for 1989-90 is contingent upon budgetary approval. Selection will occur prior to the end of Spring Quarter, 1989. First year Student Assistants will receive a stipend of $3,528 and returning Student Assistants will receive $4,032. The stipend is paid over a 12-month period from June 15, 1989 through June 15, 1990.

jml

Graph 1

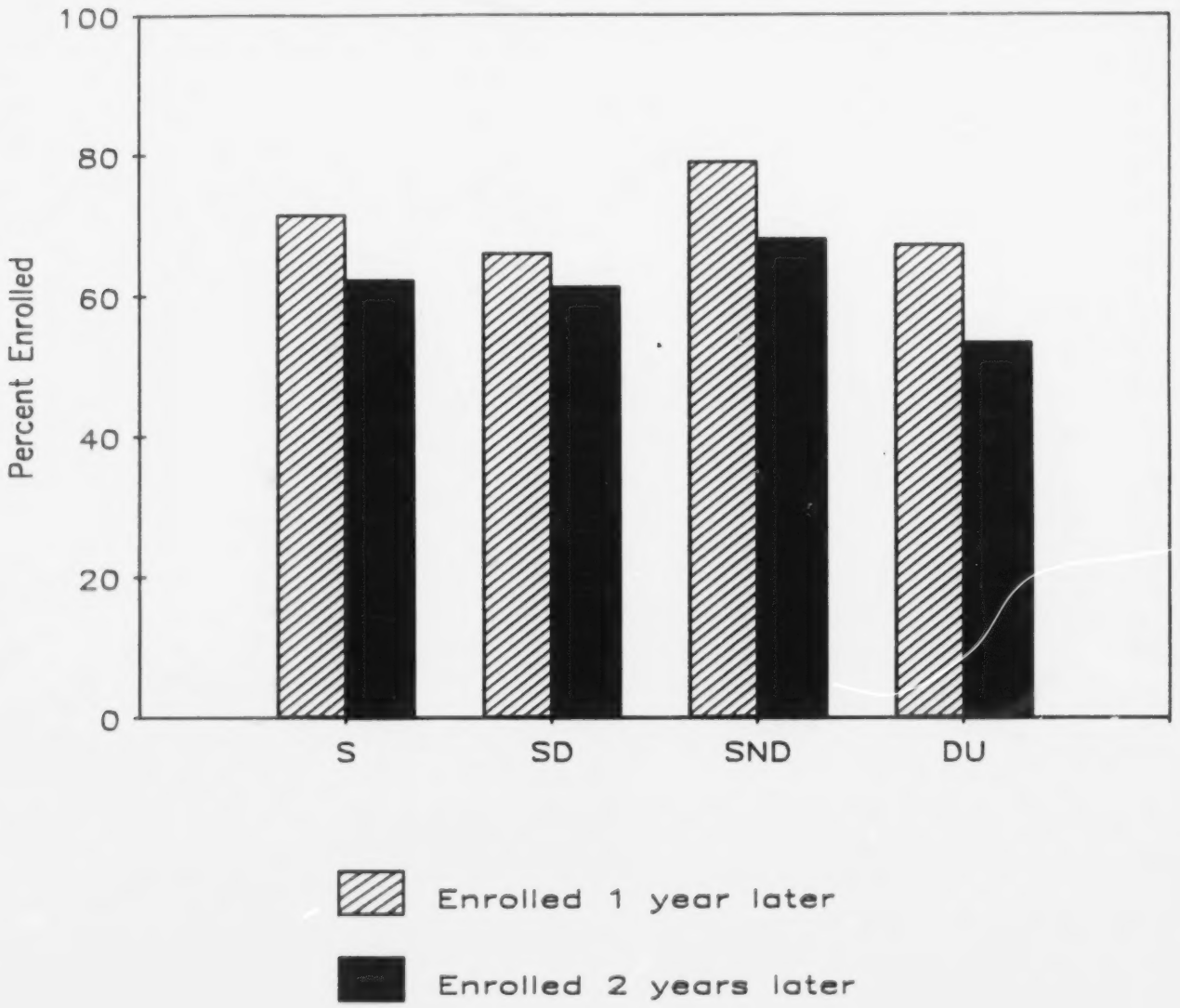
Continued Enrollment Comparison
Fall, 1986 Students



N - Total students enrolled for at least one course.
R - Students enrolled for at least one course and not identified as special.
S - Students enrolled for at least one course and identified for more frequent contact and special attention.

Graph 2

Continued Enrollment Comparison Based on Frequency of Contact Fall, 1986 Students



S - Total students enrolled for at least one course and identified for more frequent contact and special attention.

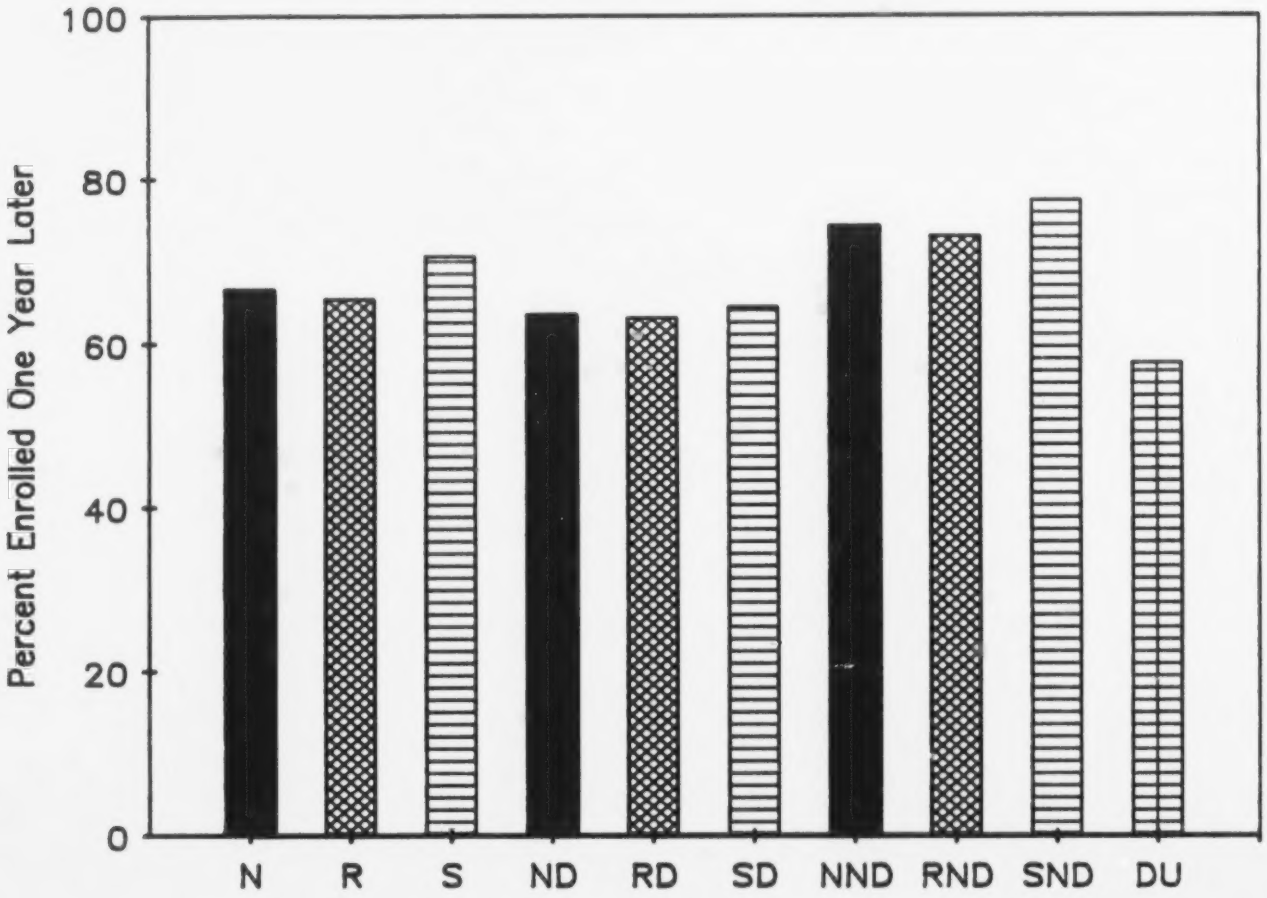
SD - Students who were underprepared, placed into deficiency courses, and identified for more frequent contact and special attention.

SND - Students who were not underprepared and were identified for more frequent contact and special attention.

DU - Students who were identified for more frequent contact and special attention and whose deficiency status is unknown.

Graph 3

Composite Enrollment Comparison of All Types of Students Fall, 1987 & Fall, 1988

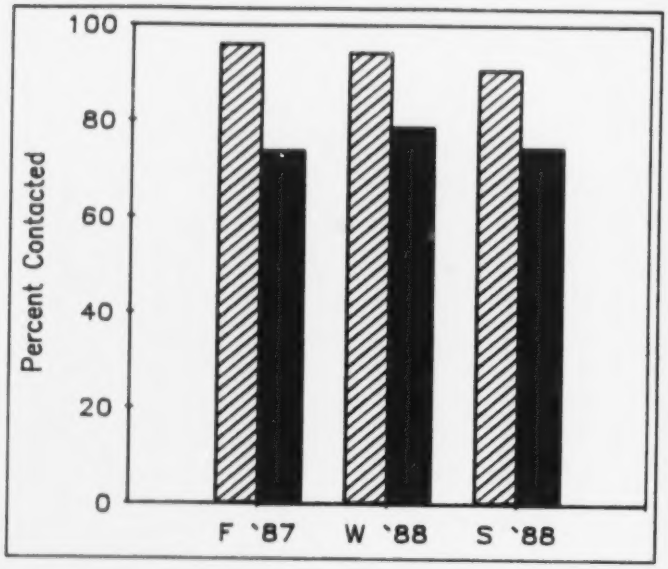


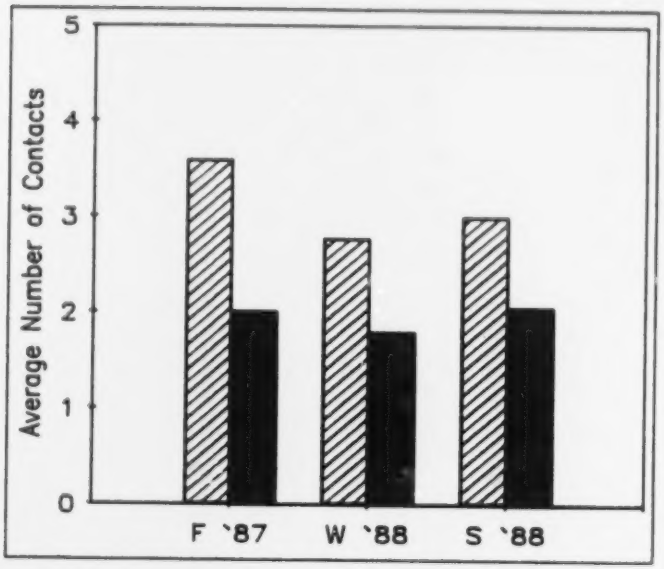
N - Total students enrolled for at least one course.
R - Total students enrolled for at least one course and not identified as special.
S - Total students enrolled for at least one course and identified for more frequent contact and special attention.
ND - Total students who were underprepared and placed into deficiency courses.
RD - Students who were underprepared, placed into deficiency courses, and not identified as special.
SD - Students who were underprepared, placed into deficiency courses, and identified for more frequent contact and special attention.
NND - Total students who were not underprepared.
RND - Students who were not underprepared and not identified as special.
SND - Students who were not underprepared and were identified for more frequent contact and special attention.
DU - Students whose deficiency status is unknown and who received normal contacts.

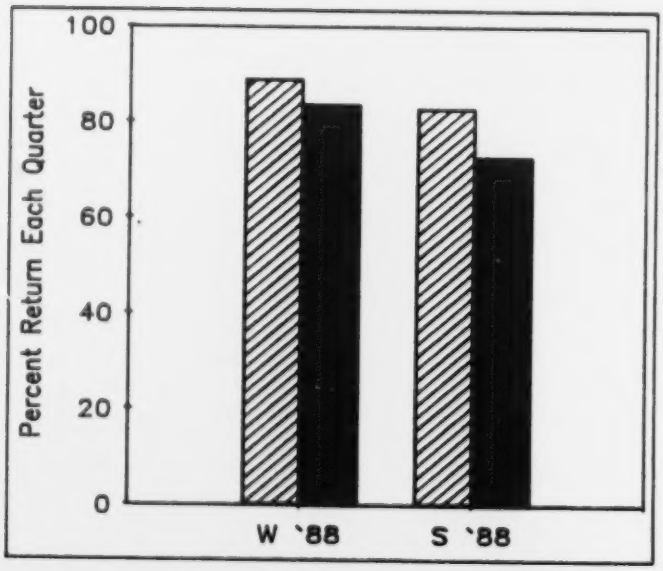
Graph 4

Quarterly Enrollment Comparison
Based on Average Number
of Contacts

Fall, 1987 - Spring, 1988







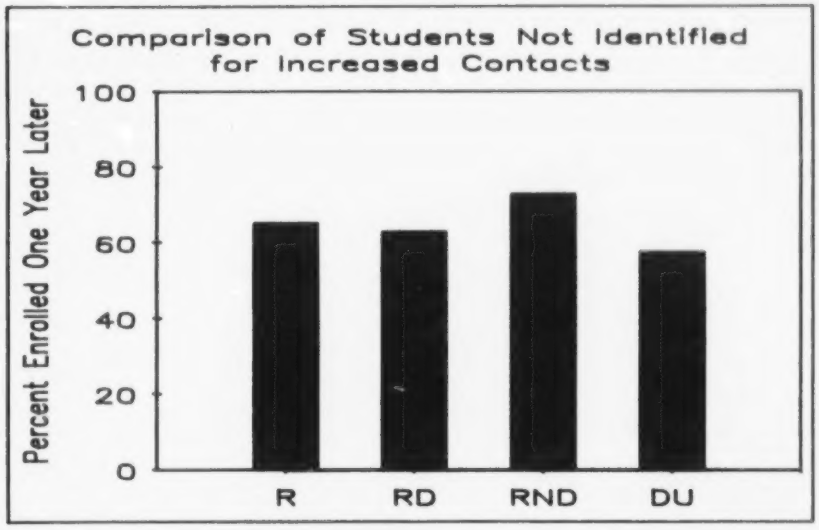
Legend

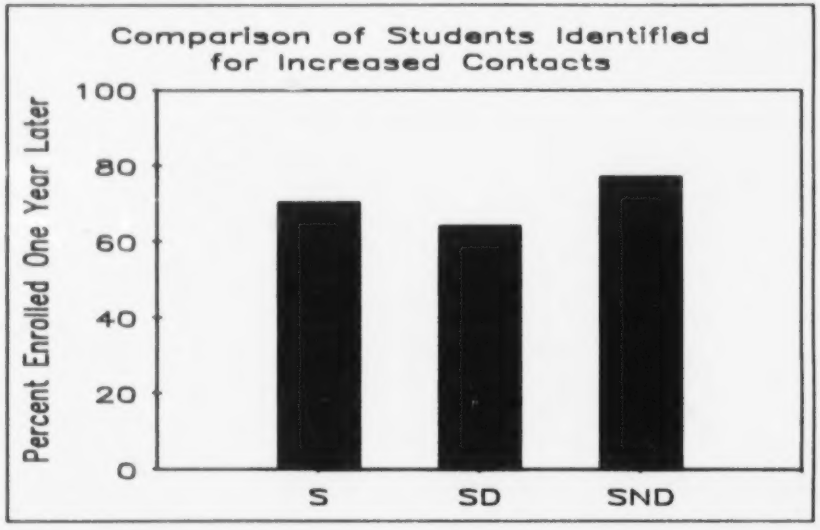
Special

Other

Graph 5

Continued Enrollment Comparison Based on Frequency of Contact Fall, 1987 and Fall, 1988





R - Total students enrolled for at least one course and not identified as special.

RD - Students who were underprepared, placed into deficiency courses, and not identified as special.

RND - Students who were not underprepared and not identified as special.

DU - Students whose dificiency status is unknown and who received normal contacts.

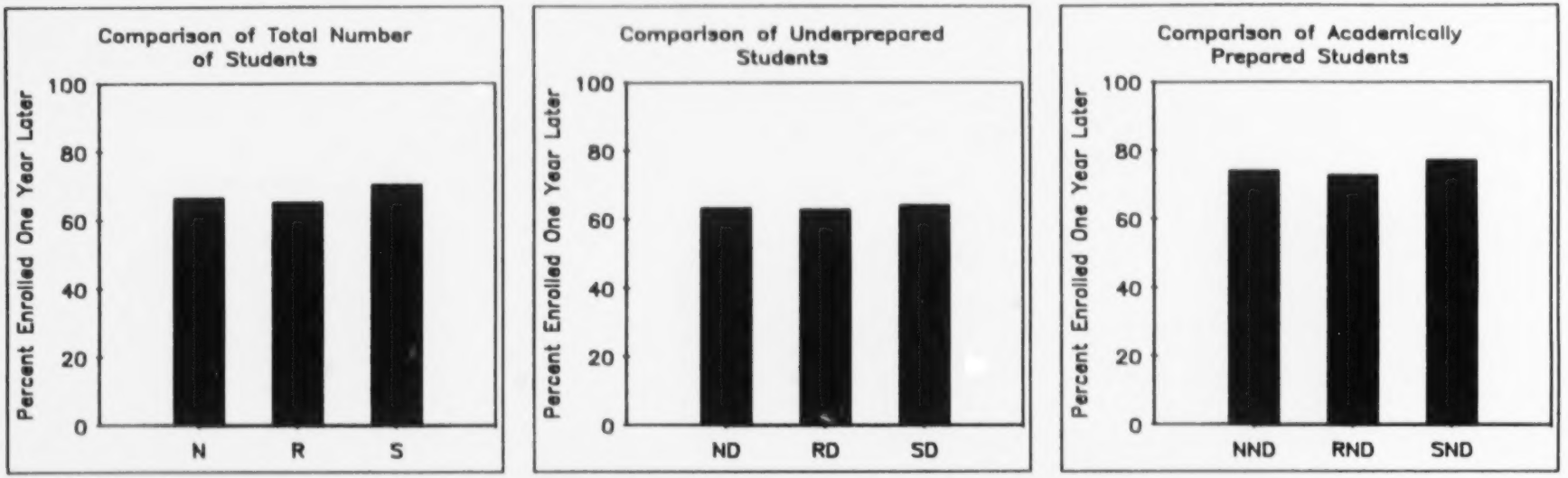
S - Total students enrolled for at least one course and identified for more frequent contact and special attention.

SD - Students who were underprepared, placed into deficiency courses, and identified for more frequent contact and special attention.

SND - Students who were not underprepared and were identified for more frequent contact and special attention.

Graph 6

Continued Enrollment Comparison Based on Academic Preparedness Fall, 1987 and Fall, 1988



N - Total students enrolled for at least one course.
R - Total students enrolled for at least one course and not identified as special.
S - Total students enrolled for at least one course and identified for more frequent contact and special attention.
ND - Total students who were underprepared and placed into deficiency courses.
RD - Students who were underprepared, placed into deficiency courses, and not identified as special.
SD - Students who were underprepared, placed into deficiency courses, and identified for more frequent contact and special attention.
NND - Total students who were not underprepared.
RND - Students who were not underprepared and not identified as special.
SND - Students who were not underprepared and were identified for more frequent contact and special attention.

Composite Comparison Of All Types of Fall, 1987 Students

	N	R	S	ND	RD	SD	NND	RND	SND	DU
Total number students enrolled	2368	1839	529	1005	729	276	874	621	253	489
Males	1135 (47.9%)	878 (47.8%)	257 (48.6%)	496 (49.4%)	373 (51.2%)	123 (44.6%)	385 (44.1%)	251 (40.4%)	134 (53.0%)	254 (51.9%)
Females	1233 (52.1%)	961 (52.3%)	272 (51.4%)	509 (50.7%)	356 (48.8%)	153 (55.4%)	489 (56.0%)	370 (59.6%)	119 (47.0%)	235 (48.1%)
Average age	21.20	21.54	20.04	20.13	20.29	19.71	20.69	20.81	20.40	24.31
Over age 25	348 (14.7%)	294 (16.0%)	54 (10.2%)	90 (9.0%)	66 (9.1%)	24 (8.7%)	117 (13.4%)	87 (14.0%)	30 (11.9%)	141 (28.8%)
Over age 29	234 (9.9%)	205 (11.2%)	29 (5.5%)	55 (5.5%)	45 (6.2%)	10 (3.6%)	82 (9.4%)	63 (10.2%)	19 (7.5%)	97 (19.8%)
Transfer students	487 (20.7%)	429 (20.3%)	58 (11.0%)	43 (4.3%)	34 (4.7%)	9 (3.3%)	50 (5.7%)	1 (.16%)	49 (19.4%)	394 (80.6%)
Average ACT score	17.15 (N=1492)	17.29 (N=1130)	16.72 (N=362)	14.29 (N=735)	14.48 (N=531)	13.82 (N=204)	20.41 (N=611)	20.39 (N=453)	20.47 (N=158)	17.97 (N=146)
Grade point average	2.43	2.45	2.37	2.10	2.12	2.06	2.66	2.66	2.66	2.66
Hrs. completed end of first year	27.51	27.03	29.15	25.16	24.79	26.14	31.52	31.14	32.47	25.18
Enrolled one year later	1579 (66.7%)	1205 (65.5%)	374 (70.7%)	639 (63.6%)	461 (63.2%)	178 (64.5%)	650 (74.4%)	454 (73.1%)	196 (77.5%)	287 (57.7%)

N = Total number of students enrolled for at least one course.
R = Total number of students enrolled for at least one course and not identified as special.
S = Total number of students enrolled for at least one course and identified for more frequent contact and special attention.

ND = Total number of students who were underprepared and placed into deficiency courses.
RD = Students who were underprepared, placed into deficiency courses, and not identified as special.
SD = Students who were underprepared, placed into deficiency courses, and identified for more frequent contact and special attention.

NND = Total number of students who were not underprepared.
RND = Students who were not underprepared and not identified as special.
SND = Students who were not underprepared and were identified for more frequent contact and special attention.

DU = Students whose deficiency status is unknown and who received normal contacts.

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